



EFFECTIVENESS OF WORK CARD MATERIAL AS A SELF LEARNING TECHNIQUE WITH REFERENCE TO TEACHING OF SANSKRIT GRAMMAR

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ABSTRACT

New methods and techniques in education are having an increasing effect on the traditional approach to teaching and learning. Today, we need such self learning methods and techniques in education that the students can learn independently even without the help of teachers and others. Work card is such type of self learning technique that the learners can study with their own speed and pace. The present study found the effectiveness of Work card material for selected units of Sanskrit grammar among standard 9th students. The objectives of the study were (1) to develop Work card materials for selected units of Sanskrit grammar (2) To compare the educational achievement of experimental group and controlled group students. The study was conducted to develop Work card for the selected units of Sanskrit grammar and finding out its effectiveness over the conventional method of teaching. The experimental design of the study was two equivalent group post test. The type of research is applied. This is an experimental study So that limited students were select as a sample. For that one School of Ahmedabad city select by the purposive sample technique. The researcher has chosen 70 Students for the study. Tool of research in this study was Achievement Test constructed by researcher. In present research, the score on achievement test of the selected units of Sanskrit grammar of the students of grade 9 Were the raw data. Based on the score, the mean score will be calculated for each group. To compare the mean score of the group's t-test calculated. After the data collection investigator concludes that; there was significant difference between control and experimental group students in their mean score. The result of the study indicates that in teaching Sanskrit grammar by the Work card material was more effective than the traditional method. In conclusion, the present study indicated that the Work card material learning environment have satisfactory property to use as a tool of self learning.

KEY WORDS: Work Card material, Effectiveness, Achievement.

1. INTRODUCTION:

New methods and techniques in education are having an increasing effect on the traditional approach to teaching and learning. Today, we need such self learning methods and techniques in education that the students can learn independently even without the help of teachers and others. Work card is such type of self learning technique that the learners can study with their own speed and pace. We all know and most of the educationists, philosophers and psychologists have accepted that the learning is the most important process. We should make the child learn and the whole education system should be self-learning oriented. In the 21st century a new society is emerging where knowledge is the primary production resource instead a capital and labour. For a nation to attain the stage of a knowledge society, it should be able to effective deal with knowledge creation and knowledge development.

Work card is such a self-learning method or technique through which students can learn without the help of teachers and others. With the help of this method, students can learn the difficult units effectively with their own speed and pace. In this method, the small unit of the topic is presented very effectively in form of the Work card. The students study the Work card one by one completing the exercise given at the end of the Work card. In a separate answer sheet, students give the answers of the questions given in the exercise of the work card. So the investigator selected the topic Effectiveness of Work card Material as a self learning technique with reference to teaching of Sanskrit Grammar.

The present study found the effectiveness of Work card materials for selected units of Sanskrit grammar among standard 9th students.

2. REVIEW OF LITERATURE:

There were several researches carried out in the field of Work card. Here some research showed which were carried out in past decade. Dave, P.C. (2005) conducted a study on "Effectiveness of Workcard and CAL with reference to 'Journals Entry' unit of Accountancy fundamental subject. The results indicated that, as opposed to the "traditional classroom learning," The result of the study indicates that in teaching of 'Journals Entry' unit the work card method was more effective than the lecture method in all the two experiments. Sakhiya, R.B. (2005) conducted a study on, "Effectiveness of Work-card and Programmed Learning as a Self Learning technique with reference to Teaching of English Grammar". The major objectives of the study were (i) To construct the Programmed learning material on the three units of English grammar like Active & Passive voice, Tenses and Clauses.; (ii) To study the effectiveness of the Work card material and the Programmed learning material on English grammar achievement with reference to the achievement level and sex of the students. The result of the study indicates that in teaching of English grammar, the work card method was more effective than the programmed learning method and the lecture method in all the four experiments.

3. OBJECTIVES OF STUDY:

The objectives of the study were as follows:

1. To prepare Work card material for the selected units of Sanskrit grammar of grade 9.
2. To study the effectiveness of Work card material and traditional method on educational achievement in Sanskrit.

5. HYPOTHESES OF THE STUDIES:

In scientific type of research to frame hypothesis is quite necessary. The null hypotheses are of framed relevant to the objectives and the nature of the research.

H₀1: There will be no significant difference between the mean score of the students of grade 9 in Sanskrit subject taught by Work card material and traditional method.

6. VARIABLES OF THE STUDY:

It is essential to have clarifications of variables in any research study. Because of clarification of variables, research plan and hypothesis may become clear.

1. Independent variable :
1. Teaching Methods
(a) Work card material (B) Traditional Method.
2. Dependent variable:
Educational Achievement of the students.
3. Controlled variable:
Standard, subject, medium, area.

7. RESEARCH METHODOLOGY:

In the present research study two equivalent group post test method was to employ for this study. For the present research study experimental research method would be most appropriate to measure the effectiveness of Work card material on student's achievement.

8. SAMPLE:

The inquiry based on a small fraction of unit from the population is called a sample. The population for the present study was the students of grade 9 of gujarati medium of the Ahmedabad city, So one Grant In Aided school (Sharda Shishuvihar vidyalay) was selected by purposive sampling method. This is an experimental study. So that limited students were selected as a sample. In this selected school. There were total 70 students in grade-9 A and B. In that 70 students there were 32 boys and 38 girls. Investigator formed two groups on the basis of their annual scores of Sanskrit in grade-8, by the pair matching method. For those Scores they were arranged in descending order. After arranging the scores in descending order, investigator. Put one student in one group and another student in next group. In this way students were distributed in two groups. In the way two groups of 35-35 students were formed. After that by coin selection method, it was decided that, which group was to be learn by the Work

card material and which group was to be taught by the traditional method.

9. TOOLS USED FOR THE STUDY:

The following are the tools used for the present study:

- (1) Work card Material prepared by the researcher for the selected units of Sanskrit grammar of grade 9.
- (2) An achievement test of Sanskrit grammar (50 marks)

10. DATA COLLECTION:

Just before the treatment first of all students for sample divided in two equal group according to their standard – 8th result result which are given below:

1. Work card Method - Exiperimental group
2. Traditional learning method - Controlled group

Research had taken permission from principal of school. First of all students selected for sample divided in two equal groups according to their annual examination result of grade -8. Thus after completion of teaching in experimental and controlled group were given self prepared Sanskrit Achievement Test and data were collected.

11. METHODS OF THE DATA ANALYSIS:

After the completion of the data collection, collected data were classified according to variables. Statistical techniques serve the fundamental purpose of the description and inferential analysis. The following statistical techniques were used in the study. (1)Mean (2) significance of difference of means between groups-t test (3) standard deviation

12. RESULTS:

To perform t-test MS-Excel program was used. The result of t-test was below:

H₀1: There will be no significant difference between the mean score of the students of grade 9 in Sanskrit subject taught by work card Material and traditional method.

Table 1: Analysis of t-value

Group	N	Mean	S.D.	SED	t-value	Significant level
Control	35	40.09	4.83	1.14	4.10	0.01**
Experimental	35	35.37	4.88			

The calculated t-test for the mean scores of the students taught by Work card Material and Traditional method as shown in table 1.0 is found 4.10 that is more than t-table value 2.58 required for significant level 0.01. therefore “there will be no significant difference between the mean score of the students of grade-9 in Sanskrit subject taught by Work card Material and Traditional method” is rejected. Further by comparing the mean scores of both groups it was concluded that the students taught by Work card have higher achievement in Sanskrit than students taught by traditional method.

13. FINDING AND CONCLUSION:

The 't' test result also shows that the students of Work card method group were more superior than students of traditional method group as far as achievement of Sanskrit grammar concern. It was known in context of finding in past researches that equality had been seen in findings of all research's, positive attitude towards the programme and more achievement score of students learning by traditional teaching method. In the research of Sakhiya, R.B. (2005) finding similar, she shown that Work card was more effective on achievement of students of experimental group than controlled group. Dave, parul (2005) also founded their finding that Work card material was more effective than traditional method. Teachers should make maximum use of Work card material while teaching Sanskrit grammar. In conclusion, the present study indicated that the Work card material learning environment have satisfactory property to use as a tool of self learning.

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